DOCUMENT RESUME

ED 412 765 FL 024 859

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TITLE Improving Student Oral Proficiency in Foreign Language through the Increased Use and Assessment of Oral Activities.
PUB DATE 1997-05-00
NOTE 86p.; Action Research Project, Saint Xavier University and IRI/Skylight.
PUB TYPE Dissertations/Theses - Master Theses (042) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Class Activities; *Classroom Communication; High Schools; Instructional Design; *Language Role; *Language Skills; Language Usage; *Oral Language; Second Language Instruction; Second Language Learning; Skill Development; Spanish; *Speech Skills; Testing

ABSTRACT

A program designed to improve the oral second language skills of high school students in second-year Spanish is reported. Initial analysis attributed the students' low level of oral Spanish skills to lack of motivation and insufficient practice of oral language. Three major interventions were implemented: incorporation of more oral practice of Spanish and less use of English in the classroom; teaching and required use of Spanish phrases to limit the need for English use in the classroom; active discouragement of English use during specific class times; class activities to develop meaningful communication skills; active encouragement of informal Spanish use during specific class times; increased informal and formal assessment of oral Spanish skills; and incorporation of topics supporting student self-expression. Results suggests that the classroom procedures, supplemental oral activities, and assessment efforts reduced the amount of English used in the classroom and increased oral Spanish proficiency levels. Appended materials include a teacher survey, testing materials, and classroom procedures and activities. (Contains 17 references.) (MSE)

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ED 412 765

IMPROVING STUDENT ORAL PROFICIENCY IN FOREIGN LANGUAGE THROUGH THE INCREASED USE AND ASSESSMENT OF ORAL ACTIVITIES

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An Action Research Project Submitted to the Graduate Faculty

of the School of Education in Partial Fulfillment

of the Requirements for the Degree

of Master of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight

Field Based Masters Program

Chicago, Illinois

May, 1997

FL024859

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ABSTRACT

This report describes a program for foreign language students to improve the oral proficiency needed for effective communication in the target language. The population consists of high school students enrolled in Second Year Spanish in an urban community, located in northern Illinois. The lack of oral proficiency is documented through teacher observation and student proficiency interviews.

Analysis of probable cause data reveals a lack of student motivation. A review of curricular content and instructional strategies reveals insufficient opportunities for oral practice. Foreign language instructors report time constraints and lack of resources.

A review of solution strategies suggested by knowledgeable others, as well as an analysis of the site, has resulted in the selection of three major interventions: the development of general classroom procedures, the development of oral activities to supplement the curriculum, and the implementation of an assessment program.

Post intervention data suggests that classroom procedures, supplemental oral activities, and the assessment program reduce the amount of time speaking English in class. The oral activities effectively help prepare for

assessments. Student scores on the assessments rose throughout the course of the intervention.

TABLE OF CONTENTS

ABSTRACT.....i

CHAPTER 1 - PROBLEM STATEMENT AND CONTEXT.....1

General Statement of the Problem.....1

Immediate Problem Context.....1

Description of the Surrounding Community.....5

Regional and National Context of the Problem.....6

CHAPTER 2 - PROBLEM DOCUMENTATION.....9

Problem Evidence.....9

Probable Causes of the Problem.....13

CHAPTER 3 - THE SOLUTION STRATEGY.....18

Literature Review.....18

Project Objectives and Processes.....27

Action Plan.....28

Methods of Assessment.....34

CHAPTER 4 - PROJECT RESULTS.....35

Historical Description of the Intervention.....35

Interventions.....36

Presentation and Analysis of Results.....39

Conclusions and Recommendations.....48

REFERENCES CITED.....51

APPENDICES.....53

Appendix A - Teacher Survey.....53

Appendix B - Student Oral Proficiency Test.....54

Appendix C - Rubric for Oral Proficiency Test.....56

Appendix D - Teaching Target Language Phrases.....57

Appendix E - Chit-Chat Time.....58

Appendix F - Formal Oral Assessment Rubric.....60

Appendix G - Information Gap Activity.....61

Appendix H - Interview Activity.....65

Appendix I - Interactive Language Task.....67

Appendix J - Question and Answer Activity.....68

Appendix K - Déscription of a Picture Activity.....70

Appendix L - Creating Information Activity.....71

Appendix M - Think-Pair-Share Activity.....73

Appendix N - Sample Formal Oral Assessment.....75

Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of Problem

Students of the targeted high school foreign language classes lack the oral proficiency needed for effective communication in the target language. Teacher observations and surveys of other foreign language teachers indicate the existence of this problem.

Immediate Problem Context

Joliet Township High School West Campus, one of two high schools in District 204, has a total enrollment of 1,987 students in grades nine through twelve. Based on the 1995-1996 school year figures, the average class size is 27.5. This number was computed by using only second and fifth period classes. The building is an air conditioned, two-story structure housing five separate divisions and a media center. The five division areas are Applied Life Skills, Career and Vocational Education, Communicative Arts and Humanities, Math and Science, and Special Education. Other than physical education, all classes take place in enclosed rooms. Some special education students are mainstreamed, while others are self-contained.

As of September 29, 1995 the racial-ethnic make up reported for the 1,987 students is 55.8% White non-Hispanic, 31.4% Black non-Hispanic, 9.0% Hispanic, 3.6% Asian / Pacific Islander, 0.3% Native American (American Indian / Alaskan Native). The percentage of students eligible for bilingual education (limited English proficient) is 2.2% and 29.8% are from low income families. Attendance rate at Joliet West is 92.4%, with the student mobility rate, which is based on the number of students who enroll in or leave a school during a year, being 26.5%. This is higher than the district rate of 15.5%. Chronic truancy rate, which is the percentage of students who were absent from school without a valid cause for 10% or more of the last 180 school days, is 0.0% (Joliet Township High Schools West Campus Report Card, 1996).

District 204 is comprised of 249 teachers, 107 of whom are male and 142 of whom are female. Racial-ethnic make up reported for District 204 teachers is 217 White non-Hispanic, 22 Black non-Hispanic, 9 Hispanic, and 1 Asian / Pacific Islander. Master's degrees and beyond are held by 152 of the teachers. Average number of years experience is 15.2, with an average salary of $47,407. The pupil-teacher ratio is 21.4:1. Teachers with Master's Degrees and beyond comprise 65.1% of the total. District administrators have an average salary of $85,337 and the pupil-administrator ratio is 383.7:1 (Joliet Township High Schols West Campus District Report Card, 1996).

English, Math, Science, and Social Studies students are tracked into Honors, Average, or Regular level courses. In all other subjects, students are heterogeneously assigned to a classroom. There are seven 55 minute periods per day. Sophomore, Junior, and Senior students may take six subjects with one period reserved for lunch / study hall. Freshmen students take Freshmen Seminar in place of study hall.

Students in tenth grade and eleventh grade are assessed by the State through the Illinois Goal Assessment Program (IGAP) in reading, math, and writing. Eleventh grade is state-assessed in science and social studies as well (Joliet Township High Schools West Campus District Report Card, 1996). West Campus results of the 94-95 IGAP tests showed the following percentages f students meeting or exceeding state goals: Grade 10 Reading, 58%; Grade 10 Math, 76%; Grade 11 Science, 63%; Grade 11 Social Science, 84%. Students are assessed quarterly on a district-wide report card, and receive letter grades based on the following scale: Honors level classes; A (100-93), B (92-86),
C (85-78), D (77-69), F (68-0); Average and Regular level classes; A (100-90),
B (89-80), C (79-70), D (69-60), F (59-0). Non- tracked classes follow the scale for Average and Regular level classes. In addition, when calculating grade point averages, a grade of A or B in an Honors class is weighted more heavily.

Graduation requirements are: four years of English, 2 years of Math, one year of Physical Science, one year of Life Science, one year of Social Studies, one year of U.S. History, one semester of Health, one year of Vocational/Art/Music/Foreign Language, at least one course which satisfies the Illinois Consumer Education Requirement, four years of Physical Education or ROTC, and forty hours of community service. The graduation rate for Joliet West is 82.3% as compared to the District average of 78.8% and the State average of 80.5%. The graduation rate compares the number of students who enrolled in ninth grade in the fall of 1992 with the number from that group who graduated in 1996. Adjustments have been made for students who transferred in and out of school and may include students who took more than four years to graduate (Joliet Township High Schools West Campus District Report Card, 1996).

The foreign language department consists of two language programs, Spanish and French. There is one full time French teacher, and there are five full time Spanish teachers. Spanish courses follow Scott Foresman language programs which focus on developing listening, reading, writing, and speaking skills in the target language and to gain better understanding of Hispanic cultures. Courses in French also follow a Scott Foresman program.

A district Bilingual Education program is available at the Central campus for any student who has limited English proficiency, while Advanced Placement courses provide

opportunities for students with specific aptitudes to earn college credit. Students may be recruited to participate in the Tech Prep program, which is designed to integrate their core subject areas with technology and the work force. A full time faculty member coordinates the Student Services Program for the school, which includes Student Support groups, drug and alcohol interventions, and substance free clubs. The district also provides a school lunch and book fee assistance program for students at a designated socio-economic level. A full time faculty member coordinates the resources for the Chapter program, designed to aid students with poor reading levels. This year is the pilot year for a program entitled First Class, in which student groups work with faculty once a week to better the school environment and community. The district also has a complete extra-curricular athletic program for boys and girls, and numerous academic and social clubs.

Description of the Surrounding Community

Joliet Township High School District 204 is located in the city of Joliet and the villages of Shorewood and Rockdale. Of the total population of 76,836, 65.3% are White non-Hispanic, 21.2% Black non-Hispanic, 0.2% American Indian, Eskimo, Aleut, 0.9% Asian or Pacific Islander, 12.3% Hispanic, and 0.1% are of other racial-ethnic background (Census of Population, Joliet, Illinois, 1990).

Joliet West High School is located in the community of Joliet, established as a city in 1852 and located

approximately 35 miles southwest of Chicago, Illinois. It consists of 34 square miles with a total population of 76,836.

As of 1990, the median home value in Joliet was $63,900 and the median family income was $37,198. Approximately 65% of the population of Joliet was White with the median age being 31.5 (Census of Population, Joliet, Illinois, 1990).

Of the population of Joliet, 31.1% are high school graduates, 21.3% have some college credit, 5.9% have an associate degree, 8.7% have a bachelor's degree, and 4.6% have graduate or professional degrees. In addition, 18.2% of the population of Joliet have some high school credit and 10.3% have only elementary experience (Census of Population, Joliet, Illinois, 1990).

Regional and National Context of Problem

The most recent movement in the area of foreign language education is an increased focus on oral proficiency. The American Council on the Teaching of Foreign Languages and the national associations of teachers of French, German, Spanish, and Portuguese compiled a list of national standards in attempt to improve students' oral proficiency skills. According to these standards, achieving communication is the primary goal for foreign language study today (I.C.T.F.L. Accents, 1996). As this is now a national goal, it is important that students of the targeted high school improve their skills in this area.

These skills carry importance beyond high school as well. Students who continue on to a college or university are required to take foreign language for entrance. In addition to this, many state schools now require further foreign language study in order to receive a degree. In today's college or university language classroom, students are expected to communicate orally in the language of study. This is a difficult task for students such as those of Joliet West, who lack speaking skills. Also at the post-secondary level, any student wishing for a minor or major degree in a foreign language may have to complete an oral competency interview in order to attain the degree (Brignoni, 1996). It is necessary to improve the oral proficiency skills of Joliet West students to better prepare them for these situations.

Whether or not the students attend a college or university, foreign language proficiency has become an important skill within the work force. In the United States, for example, the Hispanic population is growing at a steady rate each year. Dr. John Q. Adams reports that the Hispanic population is growing at a steady rate while the White non-Hispanic and Black non-Hispanic populations are holding steady. More and more businesses and trades are looking for employees who speak Spanish or other foreign languages (Adams, 1997). Because high school students in Joliet are not highly competent in their oral language skills, this is placing them at a disadvantage in the work

force as compared to other individuals who are orally proficient.

A secondary problem resulting from the low proficiency rates is that many high school students take two or more years of a language, and when they are through they have nothing to show for it. Lorraine Strasheim (1990), professor of Education at Indiana University, explains that this lack of foreign language competency lessens our effectiveness in diplomacy, in foreign trade, and in a basic understanding of the citizens of the world in which we exist and compete. In light of this observation, students need to be able to communicate and function within the boundaries of a second language in order to assure themselves and their country a competetive place in the world.

Chapter 2

PROBLEM DOCUMENTATION

Problem Evidence

Three types of data sources were used to document the problem of the students' lack of oral proficiency in the foreign language classroom. First, a survey was administered to all of the foreign language teachers in the local setting. Second, the researchers completed informal observations of their students during oral activities. Third, some students participated in an oral interview.

The primary goal of the survey was to gauge the level of satisfaction that the foreign language teachers had with their students' overall oral proficiency in the target language (Appendix A). Also, the survey focused on the students' ability to use the target language in specific situations. The data collected from this survey was derived from personal observation. A summary of the results is presented in Table One.

Table One
Results of Survey to Foreign Language Teachers on Classroom Use of Target Language

n = 6

Student use of the target language	Percent of SATISFIED teachers	Percent of SOMEWHAT SATISIFED teachers	Percent of NON-SATISFIED teachers
1. For classroom interaction	0	17%	83%
2. For "target language only" activities	0	17%	83%
3. In the absence of exact vocab and grammar knowledge	0	50%	50%
4. In overall proficiency	0	17%	83%

None of the teachers surveyed were completely satisfied with their students' oral proficiency. Teachers lamented that the students do not try to use the target language often enough, and when they do try they tend to give one word responses, seemingly either incapable or unwilling to produce more complex or developed phrases. It should be noted that the 17% of the teachers who were somewhat satisfied with the students' oral proficiency teach only first year Spanish classes. The first year curriculum uses a new textbook that contains more oral activities, thereby giving those students more opportunities to speak the language. Also, it is still the beginning of the school

year when first year students are learning very elementary words and phrases.

Three areas were identified where students needed to be able to perform in the target language. Two of those areas, use of the target language for classroom interaction and the use of the target language during "target language only" activities, were found unsatisfactory by the majority (83%) of the foreign language teachers. Teachers cited that students relied heavily on English and in some instances target language was non-existent.

In both of the aforementioned areas, 17% of the teachers surveyed were somewhat pleased with their students' abilities because they had seen improvements in students from years past. Although their present students did better in these areas, the teachers indicated that they still have not reached a satisfactory level.

Students' use of the target when not being previously taught the exact vocabulary and grammar needed was the only area in which there were an equal number of teachers who were somewhat satisfied and teachers who were not satisfied. The teachers who said they were somewhat satisfied qualified their answers by saying that their upper level students did attempt to get their meaning across by any means possible, but the weaker students did not even try.

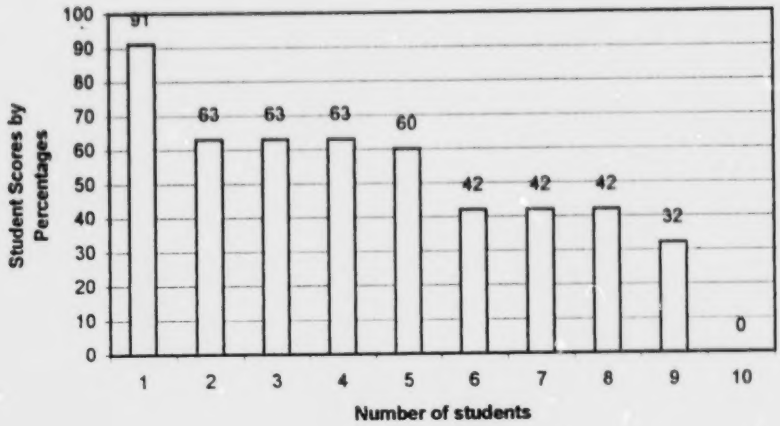
Overall, the teachers did observe all of these desirable behaviors in the stronger students that take the

class very seriously. But the rest of the students, which make up the majority, have a low oral proficiency level.

Along with surveying the other foreign language teachers, the researchers also did informal observations of the students during oral activities and noted a variety of common student practices that are evidence of their lack of oral proficiency. First of all, when students are in "target language only" time, the room falls silent or the students try to accomplish the task by "sneaking" English. Secondly, students use one word utterances, or they need to prepare what they are going to say in written form first before they say it. Thirdly, students seem unable to use what they do know in the target language and tend to focus on what they do not know. Lastly, even those students who attempt to use the target language during oral activities still have side conversations in English.

In addition to the teacher surveys and the teacher observations, a total of nine students were randomly chosen from the researchers' second year Spanish classes to participate in an oral interview (Appendix B). The purpose of the oral interview was to evaluate the students' oral proficiency level. The students were asked 26 questions in Spanish. Students were to answer to the best of their abilities. The answers were then scored based on the oral interview scoring rubric (Appendix C). The results of the student oral interview are summarized in Figure One.

Figure One
Student Scores on Oral Interview



Of the students surveyed, 90% had a score below 65%. Based on the school's established grading scale this is considered to be a failing grade. The most common errors noted during the oral interview were one word answers, verb agreement, adjective agreement, and lack of vocabulary.

Probable Causes of the Problem

Data to indicate the probable cause factors were also collected from the teacher surveys. The teachers cited reasons why they believed their students' oral proficiency was low. Their reasons are listed in Table Two.

Table Two
Results of Survey to Foreign Language Teachers on Probable Causes of Students' Low Oral Proficiency

n = 6

Causes cited by teachers	Percent of teachers citing the cause
1. Teachers do not place enough emphasis on speaking.	100%
2. Emphasis is on the easier written work format.	100%
3. Oral assessment is infrequent or non-existent.	100%
4. Oral assessment is too time consuming.	83%
5. Class sizes are too large.	83%
6. Students lack motivation.	67%
7. Students are afraid to make mistakes.	67%

The three causes cited by all teachers dealt with the emphasis that teachers place on speaking in the classroom. Teachers indicated that written language was emphasized over speaking mostly because written language is an easier format. The emphasis put on written language causes the students to fail to see the relevancy of speaking the target language. It also lowers the number of opportunities they

have to speak the language. The less practice they have, the more their chances of becoming proficient are decreased.

The local foreign language teachers who admitted that they emphasize written language over speaking activities appear not to be alone. Verkler (1994, p.23) has found that high school instructors "... lament the lack of time available to incorporate communicative and interactive exercises." If the teachers are unable to provide students with the opportunities to practice the language orally, students' oral proficiency will suffer. Savignon (as cited in Curtain & Pesola, 1994, p.98) reports that "the development of the learner's communicative abilities is seen to depend not so much on the time they spend on rehearsing grammatical patterns as on the opportunities they are given to interpret, to express, and to negotiate meaning in real-life situations."

Even those teachers who do incorporate oral activities into their curriculum may find that oral proficiency eludes their students. The teachers revealed that oral assessment in their classroom was infrequent or non-existent. They believe that when students were not evaluated on their speaking ability, they had little reason to perfect that skill. Teachers noted that when they do not assign points to a task students are apathetic to the task and do not take it seriously.

The literature confirms the beliefs of the local foreign language teachers. Curtain and Pesola (1994, p.

221) affirm that "... children and their parents often take seriously only those subjects for which there is regular assessment and reporting." Students place their focus only in those areas where they are held responsible. If the accountability factor is taken away, so is the student's prime motivation for learning the skill.

Why don't the foreign language teachers give oral proficiency tests? A total of 83% of the teachers surveyed lament that oral assessment is too time consuming. The curriculum is laid out in 11 day units. Two days are normally required for oral testing. This leaves only nine days to cover the material in the chapter and provide opportunities for the students to practice their oral skills. Most teachers have to take 11 days just to go through the chapter, not including the time needed for testing.

Dawson, from the Illinois State Board of Education, (1995, p.3) agrees that, "... performance based assessments require much more time to assess a body of knowledge." Magnan (as cited in Ommaggio, 1991, pg. 414) explains that, "Teachers may find it difficult and time consuming to design and grade discourse-based and functional tests. The profession has not yet developed a widely accepted, practical model of what communicative testing should entail."

In conclusion, based on the site investigations and the literature review three primary causes of the problem were

noted. They include: the emphasis on written communication instead of oral, the absence of oral assessment, and the time constraints of oral proficiency testing.

Chapter 3

THE SOLUTION STRATEGY

Literature Review

A review of the literature on solutions suggests a variety of approaches in order to remediate the lack of student oral proficiency in the target language. Experts on the subject suggest increased use of oral activities, cooperative learning formats, spontaneous speaking opportunities, and assessment of the oral skills. The literature review also highlights possible solutions to the problems of time restraints and impractical testing situations for teachers.

The goal of the foreign language classroom today, as Willis (1996) discusses, is for students to be able to communicate appropriately with others in the target language. This goal is precisely what the targeted high school students are having difficulty achieving. Willis offers a suggestion for accomplishing this goal and improving students' oral proficiency, which proves to be common throughout the literature: students need more oral activities in the classroom. This is also expressed by Rivers, Azevedo, and Heflin's (1988) belief that students

need to interact with others in the target language on a continual basis in order to be successful. It is through these types of interactions that comprehension and production develop. In fact, students who are given the opportunity to engage in oral activities at lower levels instead of waiting until they reach the upper levels attain greater overall proficiency and knowledge (Obando, 1991). Simply increasing the amount of oral activities, then, is a possible solution to the lack of oral proficiency.

Curtain and Pesola (1994) are more specific in their discussion of oral activities for the foreign language classroom. They believe that for a student's oral proficiency to improve, teachers should be developing meaningful oral tasks for them to perform. Curtain and Pesola define the term ''meaningful'' in a way which is practical for foreign language teachers. ''A context, a problem, or a task can be invented as well as be of actual, direct relevance to a learner's surroundings. Helping to identify an alien's home planet through a series of questions and answers could be a meaningful and interesting way to see if students recognize descriptions, although it is not immediate relevant or practical (Curtain and Pesola, 1994, p.222).'' It is not the nature of the activity that is important. It is the communicative purpose behind the activity which deems it meaningful (Curtain, 1994). By developing meaningful language tasks, teachers may be able to improve the problem at hand.

By increasing the number of oral activities, student speaking time is increased. It is an apparent consensus within the literature that student speaking time must not only increase, but must be maximized in order for oral proficiency to improve. A popular suggestion is to organize meaningful oral activities into pair or group work. By doing so, a student's chances to communicate in the target language increase dramatically (Curtain, 1994). This is not difficult to do, according to Curtain (1994), because most foreign language activities can be structured for students to complete in groups. The effects on proficiency are positive because direct student involvement and amount of speaking time increase (Curtain, 1994).

Another advocate of the cooperative approach to oral activities, The Scott Foresman textbook company, developed its rationale based on recent research. They determined that extensive and frequent pair or small group work help students learn to manipulate meaning in the target language, thus helping to improve their proficiency (Met, 1996). Indeed, Scott Foresman is not alone in this regard. Curtain (1994) further advocates oral work, pair work, and group work by stating that they ''are not optional extras... for the students' spoken language to improve... they are essential'' (p.12). The cooperative structure provides students with the solution strategies suggested, in a format that is practical for their teachers.

A study done by Szosteck (1994) in her Spanish classroom supports the suggestions of Curtain, Pesola, and Foresman. She states that recent research points directly to increased use of the target language in order for individuals to improve their speaking. In response to this, cooperative learning is used as a method for implementing oral activities into her curriculum. After this implementation, Szosteck began to see positive results. She observed a marked increase in the use of Spanish in the classroom, as well as a shift from automatically speaking in English to automatically speaking in Spanish. This she attributed to the nature of the cooperative activities requiring each student to speak more per day (Szosteck, 1994).

Szosteck also documented positive feedback from class observers and from her students. Three different visitors on three different occasions all noted that almost everyone was speaking Spanish. In addition, 87% of her students reported an increased opportunity to hear Spanish, and 78% reported an increased opportunity to speak it (Szosteck, 1994). Although these figures do not reveal anything in regard to ability level, they do show that cooperative groups are increasing talk-time for students, which has been cited as a necessary step towards improved proficiency.

The support for extensive use of organized, meaningful activities carried out in groups is strong, yet there is another suggestion for improving proficiency found in the

literature which differs theoretically. Whereas cooperative activities are most often carefully planned by the teacher, spontaneous conversation is exactly the opposite. Lewis and Hill (1985) sum this up best by stating that "spontaneity is not a recommendation for classroom conversation, it is essential (p.14)." This suggests that students should be encouraged and required to speak in the target language without preparation or guidance, just as regular daily communication would require of a person. The Scott Foresman Company's Paso a Paso textbook series (1996) also supports this concept. They refer to research that pinpoints the creation of one's own messages as a requirement for foreign language development (Met, 1996). This would serve as another possible solution to the research problem.

A practice that can work conjointly with the use of spontaneous speech is the example Wong-Fillmore (as cited in Curtain & Pesola, 1983) demonstrates in her discussion of bilingual schools in the United States. In these programs, the use of the native language and the target language are never mixed. On the contrary, they are clearly divided into blocks of time when the students may speak in the native language and blocks of time whey they should produce the target language. This has been shown to render great improvements in second language acquisition (Curtain & Pesola, 1983), and is described as key to proficiency development by Curtain (1994). To facilitate this practice, Curtain suggests teaching strategies, terms, and phrases to

students that they may need in order to work successfully within the target language (Curtain, 1994). This target language only time may be used by some teachers to elicit the spontaneous conversations deemed so necessary by Lewis, Hill, and Foresman.

Aside from instructional solutions, various sources cite assessment of speaking proficiency as necessary in order for that skill to improve. This is in part due to the aformentioned fact that many students will not take a subject or skill seriously if it is not reported on and assessed regularly. This means that both formal and informal assessment need be frequent, consistent, and on-going in order to have a positive effect on their proficiency levels (Curtain and Pesola, 1994). By assessing all language skills and allowing the students to use what they have learned, they know that speaking is a priority in the class (Curtain, 1994). The students are held accountable for their speaking tasks, and therefore they have more reason to improve them.

A study by McGonigal (1994) reinforces the importance of grades on oral proficiency levels. In this study, cooperative learning was implemented along with a grading system in an attempt to improve motivation in oral as well as other language skill areas in the researcher's Spanish classes. The students worked with oral questions and answers on a number of occasions. On some of these occasions they were assessed, on others they were not.

McGonigal concluded that "...without the motivation of grades in most cases, all other conditions being equal, the results were not as successful during the second observation (of a non-graded situation)" (p. 41). In fact, a major difference was noted in the oral response sheets when graded situations were compared with non-graded (McGonigal, 1994). By grading an activity, students' oral achievements increased.

At this point, the problem of teacher time constraints and impractical testing scenarios effects whether or not assessment can be used as a solution. With the subjective nature of oral grading, and with class sizes in the area of thirty students per teacher, even informal assessment becomes quite a task to accomplish. Curtain and Pesola (1994) offer some solutions for informallly assessing students. "Well-designed activities that reflect the outcomes of an integrated, thematic unit or lesson are inherently also tools of assessment. Many teachers record observations of individual students after each class session, using a format that lists unit outcomes and names of class members" (Curtain and Pesola, 1994, p.223). Recording classroom conversation using checklists or charts is another recommendation (Curtain, 1994). Each of these suggestions demonstrate that informal assessment can be accomplished during the normal class activity pattern simply by observing the students in practice.

As cited in the causal data, the largest problems tend to arise for teachers when formally assessing their students' speaking. Curtain and Pesola (1994) offer a solution to remedy this problem. They believe that the activites used in a classroom, if they were successful experiences in communication for the students, can be instantly transferred into testing situations. Even formal speaking assessments should be testing "what was taught in the way it has been taught... using the same type of communicative activity by which they were practiced" (Curtain and Pesola, 1994, p.68). Therefore, teachers can have students repeat their oral class activities, and evaluate them using formal grading criteria.

Curtain and Pesola's solution describes a testing format, but it does not include specific guidelines for implementing it. Teachers are still faced with the problem of structuring a practical oral testing set-up which busies all students and accurately tests all students within one class period. This final topic is directly addressed by Dr. Robert E. Robinson, head of the Columbus Public Schools Level I Foreign Language Oral Assessment Project. In this project, Robinson (1991) worked with his district to develop a system to assess oral proficiency in second language speakers. To remedy the lack of authentic and accurate assessments, time impracticalities, and lack of testing materials, Robinson developed a valid, authentic, and

practical testing method for classroom language settings (Robinson, 1991).

Six middle school and high school teachers worked to develop ''tests'' (questions and a workable system) for oral langauge skills based on their course objectives, oral proficiency, and achievement. Oral test questions were developed by combining course objectives with a list of item types (interviews, role plays, question-answer, picture identification). All of the test items are written in English to assist comprehension, structured to resemble class time activities, and combine objectives into authentic, communicative scenarios (Robinson, 1991). The remaining task for the Columbus Project Committee was to make this testing feasible for consistent and frequent use in a classroom setting.

The common problem of time restraints for oral assessment is assisted in this program by implementing small group oral testing. Their system is set up in six steps.

Step 1 -- Administer a written test designed to take no more than half of the class period.

Step 2 -- Assign students to groups of 2, 3, or 4 and assign each group an oral test question.

Step 3 -- Inform students what the specific testing criteria will be, as it is impractical to assume ALL aspects of

oral communication can be assessed in one brief sitting.

Step 4 -- Allow time for each group to determine how they will accomplish the oral task.

Step 5 -- Establish a time limit in which each group will perform their task.

Step 6 -- Rate each individual member on an individual score sheet.

This system also requires students to use appropriate greetings and completions for each oral task (Robinson, 1991). The combination of the test items themselves and the set up for administering these tests has taken the previously impractical task of oral testing and made it authentic and practical.

Project Outcomes and Processes

After reviewing the literature on solutions, a project outcome statement was formulated to state the intended accomplishment of this project as well as how it will be measured. As a result of increased oral language production and assessment of oral tasks during the period of September 1996 to January 1997, the Spanish II students of the targeted classes will improve their oral proficiency as measured by teacher observations, formal and informal assessments, and exit interviews.

In order to accomplish the project outcome, the following processes are necessary:

1. Curriculum will be analyzed for thematic trends.

2. Thematic activities that foster oral language use will be developed for each curricular unit .

3. Formal and informal assessments will be developed for each unit.

4. General classtime procedures will be developed for managing students'' oral language use.

A plan that would allow students to increase their use of oral language and instill accountability for that usage was established. The following outline is a detailed description of the actions taken toward the project outcomes.

Action Plan

I. Data collection to evidence the problem (mid September)
   A. Teacher observation journals (second week of school and on-going)
   B. Surveys to foreign language teachers (Appendix A) (second and third weeks of school)
   C. Student oral proficiency interviews (Appendices B)(beginning of third week)
   D. Scoring of pre-test interviews to selected students (Appendix C)(fourth week)

II. Implementation of interventions (on-going)
   A. Increasing oral language production
      1. General procedures
         a) ''Spanish only'' time using ''Spanish / English'' flip sign (beginning September 18)

b) target language phrases taught and required (Appendix D) to limit need for English in classroom (beginning September 20)

c) "H" cards given out for speaking English during "Spanish only" times

2. Instructional strategies (beginning September 18)

a) thematic lessons

1) cooperative oral activities targeting meaningful communication skills

a. interviews

b. think-pair-share

c. descriptions of pictures

d. creating information

e. information-gap pair conversations

f. questions and answers

g. interactive language tasks

2) between four and seven per chapter

b) target language "chit-chat" time for spontaneous use of language (sample in Appendix E)

1) relationship to unit of study optional

2) minimum of one use per chapter

B. Assessing oral proficiency

1. Informal assessments (beginning September 18)

a) points assigned for only using target language during "Spanish Only" times

b) teacher journals / observations

1) anectdotal notes on language usage

2) feedback to class at completion of or during activity

2. Formal assesments (Chapters 1 through 4)

a) procedures

1) one assessment each chapter

2) cummulative chapter information

3) possible topics, individual/group set-up, and grading criteria are given the day prior

4) testing topic announced at start of class on testing day

5) five minutes of preparation time allowed

6) distribution and explanation of activity to work on during testing time when applicable

b) types of formal assessments reflect activities for that unit

c) scoring formal assessments (sample in Appendix F)

1) one to three criteria used each time

2) students graded as individuals on a scale

III. Chapter One -- Schools and Nationalities

A. Oral proficiency activites

1. ''Latin American Map'' information gap activity (Appendix G)
2. ''Who do you admire?'' interview activity (Appendix H)
3. ''Compare the Classrooms'' information gap activity
4. ''Pantomime'' interactive language task (Appendix I)
5. ''How Often?'' interview activity

B. Oral proficiency assessment options

1. Informal
   a) points assigned for exclusive use of Spanish during oral activities
   b) teacher observations and anectdotal notes
2. Formal
   a) oral description of classroom visual
   b) ''How Often?'' activity repeated
   c) ''Who Do You Admire?'' activity repeated

IV. Chapter Two -- Household Chores

A. Oral proficiency activities

1. ''Chore'' people search; question and answer activity (Appendix J)

2. ''Compare the Chores'' information gap activity
3. ''How long...'' interview wheel
4. ''Stem-changing verbs'' question and answer activity

B. Oral proficiency assessment options
1. Informal
a) points assigned for exclusive use of Spanish during oral activities
b) teacher observations and anectdotal notes
2. Formal
a) ''Chore'' people search activity repeated
b) ''Compare the chores'' activity repeated
c) answer oral questions by teacher

V. Chapter Three -- Passtimes and Parts of the Body
A. Oral proficiency activities
1. ''Jigsaw line'' vocab presentation; interactive language task
2. ''Magic Hat'' question and answer activity
3. ''The Perfect Date'' interview activity
4. ''Crazy Friend'' description of picture activity (Appendix K)
5. ''Compare the People'' information gap activity
6. ''Compare in Pairs'' interactive language task activity

7. "The Most" overhead / creating information activity (Appendix L)

B. Oral proficiency assessment options

1. Informal

a) points assigned for exclusive use of Spanish during oral activities

b) teacher observations and anectdotal notes

2. Formal

a) "The Perfect Date" activity repeated

b) answering oral questions targeting comparisons

c) "Compare in Pairs" activity repeated

VI. Chapter Four -- Sports and Past Tense

A. Oral proficiency activities

1. "Sports People Search" question and answer activity

2. "Sports Interview" interview activity

3. "Magic Hat" question and answer activity

4. "¿Qué te gustan?" question and answer activity.

5. "What did you do?" chart / information gap activity

6. "Oral computer program" description of pictures activity

7. "When was the last time...?" think-pair-share activity (Appendix M)

B. Oral proficiency assessment options

1. Informal
    a) points assigned for exclusive use of Spanish during oral activities
    b) teacher observations and anectdotal notes
2. Formal
    a) "What did you do?" chart activity repeated
    b) Partner cards conversation (Appendix N)

Methods of Assessment

Three separate processes will be used to evaluate the effects of the intervention. Initially, the teacher observation journals on student oral proficiency will be qualitatively analyzed. In addition, post-test oral interviews will be administered to the student sample, scored, and analyzed, both qualitatively and quantitatively. In conclusion, the students' formal and informal oral assessments will be analyzed both qualitatively and quantitatively.

Chapter 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to increase students' oral proficiency in the target language. In order to achieve this objective, a three part action plan was implemented. Class time procedures were developed for managing students' oral language use. The students were engaged in thematic oral activities designed to increase the amount of speaking time in class. Students' oral skills were informally and formally assessed.

Data Collection

The first part of the action plan was to collect data to evidence the problem. For the first three weeks of school, the teacher researchers kept observation journals to determine students' overall oral proficiency. Surveys were given to all foreign language teachers during the second and third weeks of school (Appendix A). Teachers read written interview questions and recorded their answers on cassette tape. The survey focused on the teachers' impressions of their students' oral proficiency and their level of satisfaction in regards to this proficiency.

Ten students were chosen, five by each researcher, to participate in an oral proficiency interview during the third week of school (Appendix B). The interview consisted of 26 questions in the target language appropriate for their level. Students were instructed to answer in the target language as completely as possible. The answers were scored using a rubric that evaluated several components of a correct response (Appendix C). One of the 10 students chosen did not participate due to continuing schedule conflicts. We felt that it was too late in the process to replace her.

Interventions

The first intervention was designed to increase oral language production through the use of general classroom procedures. The use of a Spanish / English language indicator sign was introduced. One side read "Spanish," and when flipped over the other side read "English." When the sign read "Spanish," only Spanish was permitted to be spoken. When the sign read "English", Spanish was encouraged, but English was permitted.

To help the students survive during Spanish only time, several target language phrases were introduced (Appendix D). These phrases were chosen to help students circumvent the need to use English. For example, if a student did not understand a statement or question, he could say "Repite, por favor" so that the speaker would repeat the information.

To hold the students accountable for using Spanish during Spanish only time, an "H" card system was implemented. If a student was caught speaking English during Spanish only time, s/he received an index card with "H" printed on it. The "H" stands for hablador, which means "talkative one". This is a light hearted way to remind the student to go back into Spanish.

The second intervention involved incorporating instructional strategies to promote oral language use. A variety of cooperative oral activities targeting meaningful communication skills were developed. The oral activities represent a variety of communication objectives. They include interviews, think-pair-share activities, description of pictures, creating information, information gap conversations, questions and answers, and interactive language tasks (Appendices G through M). The students took part in four to seven oral activities per chapter; four chapters were completed during the intervention.

In addition to the planned oral activities, opportunities for target language "chit-chat time" were provided at least once per chapter (Appendix E). "Chit-chat time" was designed to elicit spontaneous language use. These conversations were informal and not graded.

The third intervention was informal and formal assessment of the students' oral proficiency. The "H" cards, which were explained earlier as a part of general classroom procedures, were used as an informal assessment.

The number of ''H'' cards a student received indicated the number of points lost on a selected activity. The scores were recorded and reviewed. Implementation journals were kept by the teacher researchers as an additional means of informal assessment. The teacher researchers recorded behaviors and student comments.

At the end of each chapter students were formally assessed on their oral proficiency (Appendix N). The following procedure for assessments was established:

1) Students were informed of possible topics, individual vs. group set-up, and grading criteria the day prior.
2) Specific testing topics were announced at the beginning of class on the testing day.
3) Students were allowed to prepare for five minutes.
4) Activities to work on while others were being tested were distributed.
5) Students completed the testing task and were graded as individuals on a scale (Appendix F).

Due to various circumstances, i.e. students' initial proficiency level, newness of the whole process, and the overwhelming nature of the formal assessment procedure, the teacher researchers decided to start formally assessing on a smaller scale and work their way up to the more involved procedure outlined above. Initial formal assessments consisted of each individual student answering questions or describing pictures in the target language. The original

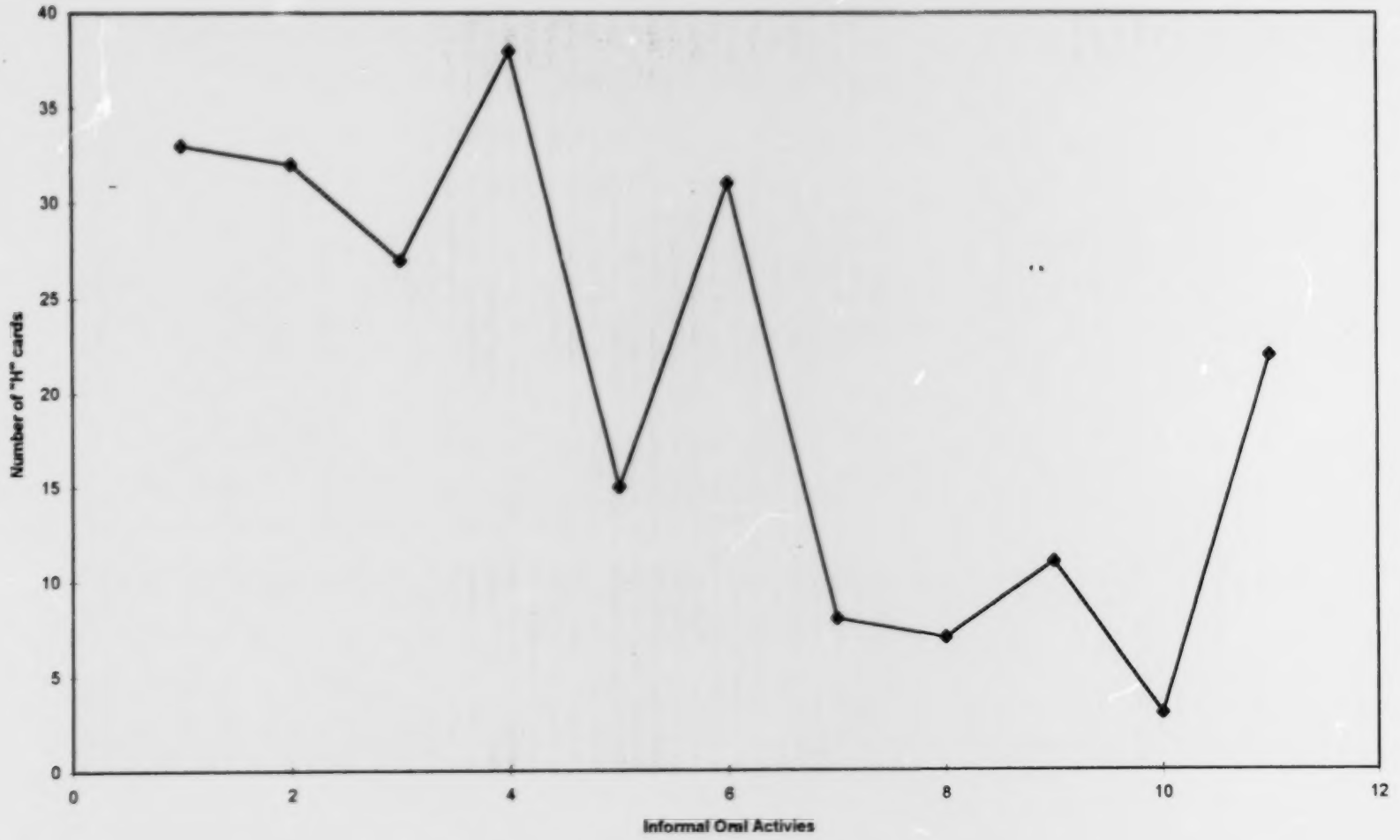
formal assessment procedure was not reached until the fourth chapter.

Upon completing the intervention the nine students who participated in the pre-test were given an oral proficiency post-test. This post-test was identical to the pre-test and was given under the same conditions. The post-test was given in order to determine the improvement, if any, in the students' oral proficiency. Identical tests were used so that a difference in vocabulary and grammatical structures would not influence the results. The students did not know that the post-test would be identical to the pre-test. This, coupled with the fact that there were four months between tests, decreased the likelihood that students would remember test items.

Presentation and Analysis of Results

In order to monitor students' use of Spanish during Spanish only activities, the "H" card system was used. For designated oral activities, students were given 10 points. Each time they used English they received an "H" card. At the end of the activity their "H" cards were totaled and subtracted from the initial 10 points. The students' scores were recorded. Based on those scores, the total number of "H" cards received was calculated for each activity. This data is presented in Figure Two.

Figure Two Number of "H" cards received

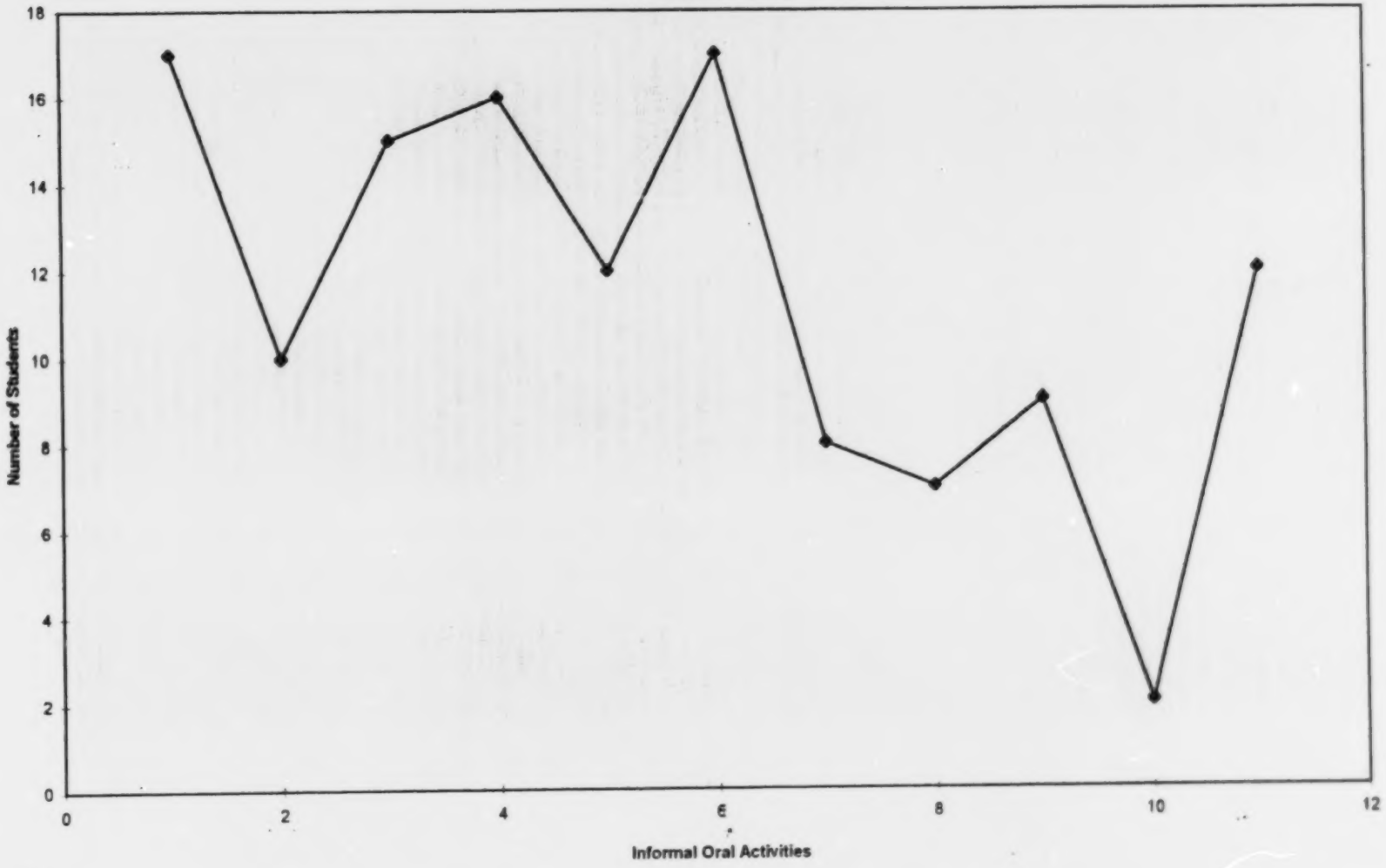


Based on the data in Figure Two, the intervention appears to have decreased the number of times students spoke English during Spanish only activities. In each of the first six oral activities, between 15 and 38 ''H'' cards were received. In activities seven through 10, however, students only received three to 11 ''H'' cards. The implementation of the ''H'' card appears to lessen the amount of English used during class time.

During the last half of the activities, the number of ''H'' cards decreased. However, in activity 11 the number of English speaking occurrences rose to 22. This activity was done immediately following Christmas vacation, and it is possible that the two weeks away from class effected their performance. Whereas activities one through 10 were completed consecutively, there was a break between activities 10 and 11. Students may not have readjusted yet to the flow of the class. In addition, the difficulty level of this activity was higher than other activities. Students were observed struggling with much of the vocabulary used by their classmates.

In addition to the total number of ''H'' cards received per activity, the number of students receiving those cards was also computed. This was done in order to determine whether the entire group was responsible for receiving the ''H'' cards, or only a portion of the students. This data is presented in Figure Three.

Figure Three
Number of Students Receiving
"H" cards n=54



Although across the board the results are somewhat sporadic, a difference between the first six and last five activities was noted. In regards to the first six activities, between 10 and 17 students received ''H''s. In activities seven through 10, only two to nine students received the cards. This shows that throughout the intervention, the number of students speaking English during Spanish only times decreased.

For any given activity, the highest number of students receiving ''H''s was 17. These 17 students represent 31% of the students participating. This indicates that for all 11 activities, no less than 69% of the group was able to maintain Spanish only. From the start, the majority of the students complied during Spanish only time.

As the students became more accustomed to the ''H'' system and realized the amount of points they were losing, they in turn took Spanish only time more seriously. On various occasions, students inquired as to whether or not the activity would be an ''H'' activity. These inquiries were followed by comments such as ''Well then I better think about what I'm going to have to be saying.'' When the teachers would circle the room during activities where ''H''s were not used, they often noted off task conversations in English. However, for activities using the ''H'' cards, the teachers observed little if any intentional use of English. This English usage was usually a slip of

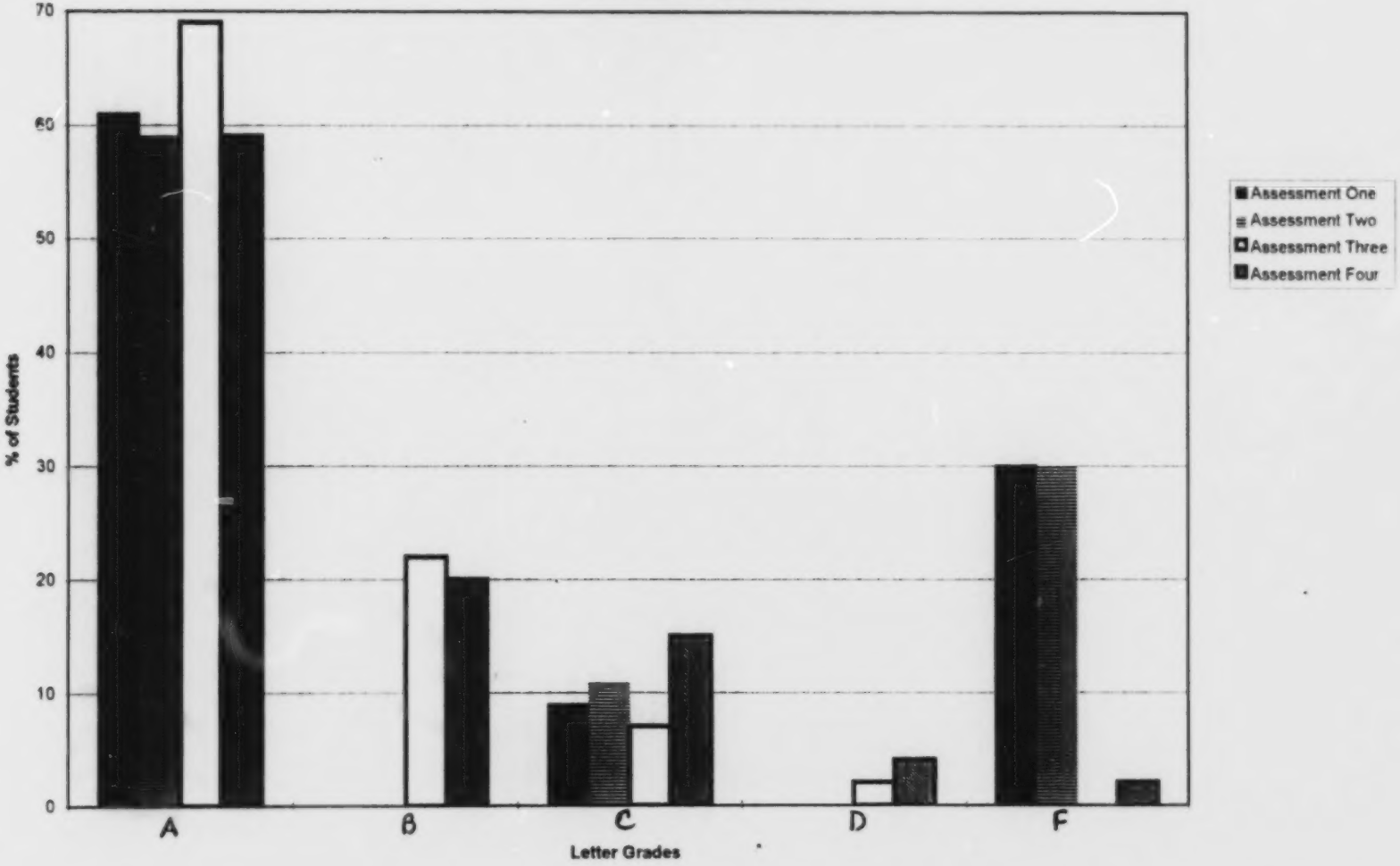
the tongue, and the student reverted back to Spanish immediately.

Just as the number of ''H''s given in activity 11 increased, so did the number of students receiving them. As stated before, this appears to be due to the time away from school and the nature of the activity.

In addition to the use of the ''H'' cards for informal assessments, students were also given formal assessments at the end of each chapter. These assessments paralleled the oral activities used in each Chapter. The purpose of giving the assessments was two-fold: 1) to evaluate whether or not the oral activities improved the students' oral proficiency skills, and 2) to make the students accountable for their speaking.

During the course of the intervention, assessments were given for four chapters. Each formal assessment was worth 20 points. The numerical scores were subsequently converted to a letter grade based on the following scale: A (100-90%); B (89-80%); C (79-70%); D(69-60%); F(59-0%). These formal assessment scores were recorded separately from the written portions of their chapter assessments, and they are represented in Figure Four.

Figure Four
% of Students Receiving Specific Letter Grades
on Formal Assessments



The graph indicates that the number of students receiving As from Assessment One to Assessment Four remained relatively constant. The percentage of students receiving As ranged from 59-69%. Students receiving Cs and Ds also varied by only 2-8%.

A greater change was noted in the percentage of students receiving Bs and Fs on the assessments. For the first two assessments, 0% of the group received a B grade. For the third and fourth assessments, however, 20-22% of the group achieved a B grade. Students receiving an F grade on both Assessments One and Two accounted for 30% of the group, whereas for Assessments Three and Four only 0-2% of the students received a failing grade.

Students' grades were not tracked individually, therefore making it impossible to know with certainty how much each student improved. The data does show, however, that as a group general improvements were made. For Assessment One, only 70% of the students achieved a grade of C or higher. By Assessment Four, 94% of the students scored a C or above. The intervention appears to have had a positive effect on student oral proficiency based on the 24% increase in grades of C or higher.

At the end of the intervention, the nine students who participated in the pre-test oral proficiency interview completed a post-test oral proficiency interview. The purpose of the post-test was to evaluate, for individual students, whether or not the interventions positively

effected their oral proficiency skills. A comparison of the pre-test and post-test scores can be found in Table Three.

Table Three
Results of Pre-Test and Post-Test Student Oral Interviews

n=9

Students interviewed	Pre-test score	Post-test score	Deviation of scores
1	91%	96%	+5%
2	63%	88%	+25%
3	63%	78%	+15%
4	63%	77%	+14%
5	60%	82%	+22%
6	42%	65%	+23%
7	42%	55%	+13
8	42%	39%	-3%
9	32%	45%	+13%

The data from the test scores indicates that all but one student involved increased their score. Of the increased scores, three of them increased by the equivalent of two letter grades (letter grade = 10%), and four of them increased by the equivalent of one letter grade. The score that increased the least amount was also the student receiving the highest score initially. The score of 91% did not leave as much room for improvement, yet was still brought up by 5%. One score decreased by 3%.

Also represented by the data, only one student scored above a C on the pre-test whereas five students scored above a C on the post-test. The number of failing scores from the pre-test to the post-test was reduced from four to three. One of these failing scores was the student whose score decreased by 3%. This student was absent 10 days throughout the course of the intervention and was frequently observed off-task when he was present. These factors may account for the decreased score.

Although not all students received passing grades on the post-test, all but one student improved their score. It appears that the intervention has had a positive effect on their oral proficiency.

Conclusions and Recommendations

Based on the presentation and analysis of the data, the students showed some improvement in their oral proficiency. The number of times students spoke English during Spanish only activities decreased. The number of students speaking English during "Spanish only" time decreased. The scores on formal assessments of oral proficiency increased. Eight out of nine students improved their score on the oral proficiency interview. The increased amount of time speaking Spanish, the oral activities used during that time, and the accountability provided by the assessments may have contributed to these changes.

Although improvements were noted in the above areas, many of the students' resulting proficiency levels still

leave room for additional improvement. Due to the fact that the duration of the intervention was only four months, it is probable that the students have not yet reached their fullest potential. Based on the improvement that was observed during these four months, the students would most likely improve their oral proficiency even further if the intervention were to continue.

After completing this intervention, the teacher researchers endorse its use with modifications. In regards to the general class time procedures, the "H" cards seemed to effectively curtail the amount of English spoken. They did not, however, account for the amount of Spanish spoken. Students could remain silent and still receive all the possible points for a given activity. The "H" activity only assured they were not speaking English; it did not ensure the quality of the Spanish spoken. An additional system should be put into place to recognize those students who actually use Spanish and use it correctly.

The teacher researchers were satisfied overall with the oral activities utilized in the intervention. They effectively increased the amount of time speaking Spanish in class. Overall, the students appeared to enjoy these activities. The teacher researchers were able to use between four and seven per chapter and recommend to other foreign language teachers that they use as many as possible in their program.

In regards to the formal assessment procedure used during the intervention, the teacher researchers recommend a few modifications. The difficulties encountered in this study could have been alleviated if the procedure had been initiated in Spanish I. If the students are not expected to speak from the beginning, there is resistance to do so, and it takes longer for them to become accustomed to such a system. If a program does not already have oral proficiency assessment in place, the teacher researchers recommend that such a program be gradually introduced. Difficulties arose in this study because second year language students were suddenly evaluated in an unfamiliar way. Starting with less complex tasks would ease them into the process. Also, their initial oral proficiency level may limit their ability to complete more complex assessments.

Overall, the introduction of class time procedures, the use of oral activities, and oral assessment appear to improve a student's oral proficiency. With minor modifications and over a longer period of time even further improvements than those noted here could be achieved.

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APPENDICES

APPENDIX A

TEACHER SURVEY

(Teachers will be given the written questions with a voice recorder to record their answers and comments.)

1) Overall, how pleased are you with the oral proficiency of your students(please specify ''First year'', etc.)?

2) What, if any, are the **oral strengths** you notice in your students? What do you feel helped to develop these strengths?

3) What, if any, are the greatest **oral weaknesses** you notice in your students? Why do you think they lack in these areas?

4) Do you assess your students orally? **If yes**, what format do you use? How often do you do so? Do you assess daily classroom usage and/or participation? If no, why do you choose not to?

5) Do your students' quarter grades represent an equal amount of assessment in both oral and written language? **If yes**, how do you accomplish this? **If no**, which is **less** emphasized? Why is this so?

6) Please give your professional opinion of the following statement: I do not orally assess my Foreign Language classes because I do not have enough time to plan practice activities, to develop the assessments, or to test each student in a class of 30 individuals.

7) Are you pleased with the amount of Spanish / French used by your students for daily classroom interactions (''Can I go to the bathroom?'' or ''I don't have any paper'', for example)? Is it adequate or lacking? Why do you think this?

8) Are you pleased with your students' efforts during ''Target Language Only'' activities? Do they follow instructions and use only the target language, or do they rely on English? Does this help advance their proficiency? Why / why not?

9) Do your students attempt to use the target language even when they do not know the exact vocabulary or grammar necessary? What does this show in regards to their proficiency?

APPENDIX B

STUDENT ORAL PROFICIENCY TEST

1) ¡Hola! ¿Cómo te llamas?

2) ... Mucho gusto. Me llamo _____. ¿Cómo estás hoy?

3) ¿De dónde eres?

4) Yo soy de _____. ¿En qué calle vives?

5) ¿Te gusta vivir en Joliet?

6) ¿Por qué? o ¿Por qué no?

Vamos a hablar de ti...

7) ¿Cuántos años tienes?

8) ¿Cómo eres? Una descripción de ti...

9) ¿Tienes una familia grande o pequeña?

10) ¿Cuántos hermanos o hermanas tienes?

11) ¿Cómo se llaman tus hermanos?

12) ¿Cúantos años tiene _____?

13) ¿Quién en tu familia trabaja?

14) ¿Dónde trabaje él / ella?

15) ¿Cómo es _____?

¿Qué prefieres?...

16) ¿Te gusta jugar al fútbol?

17) ¿Prefieres jugar al básquetbol o al béisbol?

18) ¿Qué te gusta hacer durante los fines de semana?

19) ¿Con quién?

20) ¿Qué tipo de música te gusta?

21) ¿Cuál es tu grupo musical favorito?

22) ¿Te gustan las películas cómicas?

23) ¿Vas al cine mucho?

24) ¿Qué clase de película prefieres?

25) ¿Qué película reciente te gusta?

26) ¿De qué se trata? / ¿Qué pasa en la película?

APPENDIX C

RUBRIC FOR ORAL PROFICIENCY TEST

Directions: Answer in as complete a sentence as possible.
If you don't understand the question, then tell me "no comprendo".
If you understand the question but cannot formulate an answer, then tell me what I asked you.

1.	Understands the question		yes (1)	no (0)
2.	Formulates a quick response		yes (1)	no (0)
3.	Formulates comprehensible response		yes (1)	no (0)
4.	Uses correct vocabulary	no errors(1)	few(.5)	many (0)
5.	Verbs in correct form	yes (1)	some (.5)	no (0)
6.	Correct adjective agreement and placement	yes (1)	some (.5)	no (0)

APPENDIX D

LESSON PLAN: TEACHING TARGET LANGUAGE PHRASES

Activity Name: Helpful Phrases

Student Objectives: to use common phrases in the target language

to use less English in class

Materials: a sign reading "Spanish" on one side and "English" on the other

signs on which to write the phrases that will be taught and practiced

Procedure:

1) Brainstorm as a class what phrases are needed to survive in class without any English.
2) Go through each brainstormed sentence to determine a way to express it in Spanish.
3) Place signs around the room with the phrases written on them.
4) Explain the Spanish / English sign: it indicates which language you should be speaking. Repeat and practice the phrases.
5) Students complete an academic activity of the teacher's choice during which they may not use English. Teacher observes for use of the helpful phrases.

APPENDIX E

LESSON PLAN: CHIT-CHAT TIME

Activity Name: What's your school like?

Student Objectives: to discuss a common topic using only Spanish

Materials: Spanish / English sign

chalkboard, overhead or newsprint divided into two sides (one labeled ''Nuestras escuelas'' and one labeled ''las escuelas mexicanas'')

Procedure:

1) Display chalkboard, overhead or newsprint.
2) As a class, turn the sign to ''Spanish''.
3) Begin an all class discussion of what our schools are like, have to offer, etc. Write all answers in the appropriate column.
4) Use the list generated to begin the discussion of Mexican schools / review of Spanish One material. Write all answers in the appropriate column.
5) Use the two list to ask students who have not spoken which system they prefer and why.

6) Back in English mode, process the activity. Discuss whether or not it was difficult for them to handle the Spanish only time.

APPENDIX F

FORMAL ORAL ASSESSMENT RUBRIC

1) Uses correct vocabulary with...

no errors (2) few (1) many (0)

2) Verb usage has...

no errors (2) few (1) many (0)

3) Adjective agreement and placement demonstrate...

no errors (2) few (1) many (0)

** POINTS ASSIGNED MAY BE DOUBLED OR TRIPLED, ETC. DEPENDING ON THE WEIGHT DESIRED IN THE STUDENT'S OVERALL GRADE.

APPENDIX G

LESSON PLAN: INFORMATION GAP ACTIVITY

Activity Name: Latin American Map

Student Objectives: to retrieve information using Spanish to determine nationalities

Materials: two versions of a map of Latin America (see below)

two versions of an answer sheet (see below)

Spanish / English sign

''H'' cards

Procedure:

1) Students are in pairs.
2) Pairs receive 1 of each of the maps and answer sheets.
3) Model the questions to ask and the format of a answer.
   - ¿De qué nacionalidad es _____?
   - _____ es guatemalteca.
4) Explain that ''H'' cards will be given each time English is spoken, resulting in lost points.
5) Flip the sign so that ''Spanish'' shows.
6) Students converse to determine the nationalities they need. ''H'' cards are distributed.
7) Back in English mode, students report out on activity.

-Un mapa de las Américas y del caribe....

A

¿Cuál es la nacionalidad de Pablo?
¿Quién es americano?

ej)	Pablo	_____
ej)	_____	americano

****

1)	Linda	_____
2)	Ricardo y Manolo	_____
3)	_____	guatemaltecos
4)	Paco y María	_____
5)	_____	colombiana
6)	_____	mexicanas
7)	Enrique	_____

A

¿Cuál es la nacionalidad de Pablo?
¿Quién es americano?

ej)	Pablo	_____
ej)	_____	americano

****

1)	Linda	_____
2)	Ricardo y Manolo	_____
3)	_____	guatemaltecos
4)	Paco y María	_____
5)	_____	colombiana
6)	_____	mexicanas
7)	Enrique	_____

B

¿CUÁL ES LA NACIONALIDAD DE PABLO?
¿QUIÉN ES AMERICANO?

EJ)	PABLO	_____
EJ)	_____	AMERICANO

++

1)	LORITA	_____
2)	ANA ROSA	_____
3)	_____	VENEZOLANA
4)	_____	PANAMEÑO
5)	JUAN	_____
6)	BIANCA	_____
7)	_____	PERUANA

B

¿CUÁL ES LA NACIONALIDAD DE PABLO?
¿QUIÉN ES AMERICANO?

EJ)	PABLO	_____
EJ)	_____	AMERICANO

++

1)	LORITA	_____
2)	ANA ROSA	_____
3)	_____	VENEZOLANA
4)	_____	PANAMEÑO
5)	JUAN	_____
6)	BIANCA	_____
7)	_____	PERUANA

APPENDIX H

LESSON PLAN: INTERVIEW ACTIVITY

Activity Name: Who Do You Admire?

Student Objectives: to solicit information, explain an answer, and provide support for their answer without the use of English

Materials: notebook paper
pen or pencil
''H'' cards

Procedures:

1) Turn the sign to ''Spanish only'' and begin a conversation.
2) Base the conversation off of an overhead saying ''Yo admiro a _____'', filled in with a person of choice.
3) As reasons are given, write those Spanish words all over the overhead. They serve as model answers for WHY we admire people.
4) Students decide who they admire and why.
5) Students set up a paper on which to record who other students admire and why.
6) In a jigsaw line, using Spanish only (''H'' cards are issued to rule breakers for lost points), students ask and answer each other on this topic.

7) Throughout the activity, stop on and off to call on pairs to report out to the class on their conversation.

8) Upon completion, have an open class discussion of who they admire and why.

APPENDIX I

LESSON PLAN: INTERACTIVE LANGUAGE TASK

Activity name: Pantomime

Student Objectives: to associate new words with their meanings without the use of English

Materials: none

Procedures:

1) Model a pantomime. A pantomime consists of six to eight sentences in Spanish which have a specific action associated with them. The sentences should relate sequentially. The action need be such that it defines the words being spoken. An example would be ''I brush my teeth.''
2) Present it with words and movements.
3) Present, and students do movements with.
4) Present, and students do movements with and repeat the sayings.
5) Present until class says sayings along with or on own.
6) In small groups, students develop their own.
7) Student groups present to class following steps used when modeled.

APPENDIX J

LESSON PLAN: QUESTION AND ANSWER ACTIVITY

Activity Name: Chore People Search

Student Objectives: to solicit and obtain information without the use of English

to successfully use two-way communication in the target language

Materials: People search sheet (see below)

''H'' cards

Procedures:

1) Explain and model activity: Two people have sheets. They must find someone who does each chore on the sheet and have them sign it. No English may be used. Violations result in an ''H'' card / lost point.

2) Students go into ''Spanish only'' mode, and go around the room asking who does the activities.

3) When all students are done and seated, a whole class discussion ensues. For example, ''Joe, on your sheet, who washes the dishes?'' These questions lead from student to student around the room.

Busca a una persona que....

1) PASAR LA ASPIRADORA	2) QUITAR EL POLVO	3) HACER LA CAMA
4) PONER EL DORMITORIO EN ORDEN	5) LAVAR LOS PLATOS	6) SECAR LOS PLATOS
7) PONER LA MESA	8) TIRAR LA BASURA	9) CORTAR EL CÉSPED
10) LAVAR LA ROPA	11) PREPARAR LA COMIDA	12) DAR DE COMER AL PERRO & GATO
13) CUIDAR A LOS HERMANOS	14) LIMPIAR EL BAÑO	15) HACER LA COMPRA

APPENDIX K

LESSON PLAN: DESCRIPTION OF A PICTURE

Activity Name: My Crazy Friend

Student Objectives: to describe and accurately reproduce a picture using only Spanish

Materials: paper
markers
''H'' cards

Procedures:

1) Read through a description of a ''crazy friend''. Draw along with the reading. To target body vocabulary, descriptions will have such possibilities as 3 heads, 4 eyes, etc.
2) Students draw their own crazy friend secretly.
3) Students write up a description of their creation, making sure that the description is complete enough to produce their actual drawing.
4) In pairs, students take turns reading their description to a partner while that partner draws it. This is done entirely in Spanish with ''H'' cards issued to rule violators.
5) Partners compare drawings to judge success of communication.

APPENDIX L

LESSON PLAN: CREATING INFORMATION

Activity Name: The Most

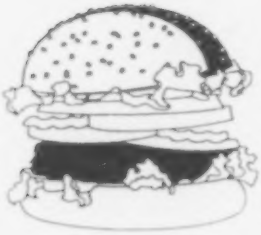
Student Objectives: to compare objects using only Spanish

Materials: overhead of items that are similar, but that have differences which are comparable (see below)

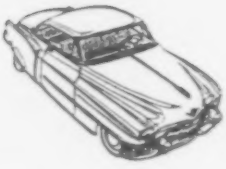
Procedures:

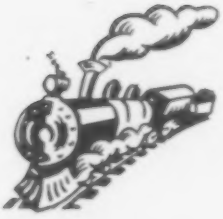
1) Model one series of sentences which address the items in the first row. This will be done in Spanish. For example, "This dog is big. That dog is bigger. THAT dog is the biggest."
2) Students repeat this conversation format for the remaining picture sequences in small groups. This is done entirely in Spanish.
3) Upon completion, call on groups randomly to share their sentences.

1. grande



2. rápido

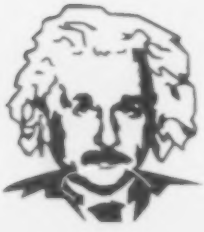




3. listo

mi médico

Tío Sam



Einstein

APPENDIX M

LESSON PLAN: THINK - PAIR - SHARE

Activity Name: When was the last time you...?

Student Objectives: to solicit information, respond to that information, and make a report of that information using only Spanish

Materials: overhead of activities in Spanish (see below)

Procedures:

1) With the overhead of activities up, model how to ask someone when they last did the activity listed.
2) Call on students to answer, serving as a model answer.
3) In pairs, students go through the remaining questions by first thinking of their own answer, then asking their partner, then responding, and then finally reporting out to the class on their partner's response.

¿ Cuándo fue la última vez que ....

.... *preparaste una pizza?*

.... *sacaste un "A" en un examen?*
(sacar)

.... *jugaste al basquetbol?*

.... *limpiaste tu dormitorio?*

.... *miraste la puesta del sol?*

.... *tus amigos y tú miraron un video de Block Buster?* *(mirasteis)*

.... *visitaste a tus abuelos?*

.... *abrazaste a tu mamá?* *(abrazar = to hug)*

.... *ayudaste a tu papá?*

.... *te lo pasaste fenomenal en una fiesta?*

APPENDIX N

SAMPLE FORMAL ORAL ASSESSMENT

Assessment Name: Partner cards assessment

Student Objective: to perform a speaking task for formal evaluation according to a rubric

Materials: partner cards
grading sheets
optional activity

Procedures:

1) On the day prior to testing, give possible topics, set-up information, and grading criteria to students.
2) On testing day, announce the topic at the beginning of class.
3) Provide five minutes of preparation time to all students.
4) Distribute and explain the optional activity to be worked on while others are being tested.
5) Students come up in pairs and are given cards that guide, in English, the conversation they are to carry out.
6) During the conversation, students are scored as individuals on a scale. Between one and three criteria are judged per assessment.